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## ABSTRACT

A set of instructional materials for introductory Tunisian Arabic is designed for a 12-week Peace Corps volunteer language course. It provides instructional notes for the teacher and a series of lessons on aspects of grammar, phonology, and morphology. Much of the text is descriptive. Lessons include grammar and phonology notes, exercises, and vocabulary. The materials are organized for two phases of language learning: a pre-speech or comprehension phase occupying one-fourth of the total class time, during which the student acquires a passive knowledge of Tunisian Arabic structure and phonology, and an active phase during which the student covers the same material and is drilled in language production. The vocabulary and exercise types differ for the two phases. (MSE)

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Spoken Tunisian Arabic

by

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The Intensive Language Training Center

Indiana University

May, 1966

First Draft

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### General Introduction

This course is designed for a 12-week summer course in Tunisian Arabic for Peace Corps personnel. It is supplemented by an Intermediate Course which is not covered during the regular program but which the individual student should pursue on his own after completion of the Basic Course.

The Basic Course is intended to be covered in approximately 360 hours--that is six hours per day, five days a week for 12-weeks. This course has two basic phases: a pre-speech or comprehension phase, and an active phase.

The Pre-speech Phase should occupy about one-fourth of the total classtime; i.e., the first three weeks or 90 hours of classtime. During the Pre-speech Phase, the student should acquire a passive (but not active) knowledge of the structure of Tunisian Arabic. He is exposed to, and drilled on essentially all of the points of Tunisian phonology (speech sounds), morphology (word building) and syntax (sentence building) which he is expected to be able to handle at the end of the entire course.

The Active Phase occupies the remaining three-fourths of the allotted classtime. During this phase, the student is presented with the same points of structure in a similar order and is drilled on the production of the language. The vocabulary and type of exercises for this phase will differ from the first phase.

Although Tunisian does use the Arabic alphabet for writing, this script is difficult to learn and of no use when the purpose is to learn to produce and understand the language in its spoken form. Consequently, a modified phonetic transcription is used throughout this course.

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### Phase I. Pre-speech

This phase is divided into 60 sections. Each section should be covered completely (that is, so that every student knows 100 percent of the material in that section) in one hour. Review sections and daily quiz suggestions are provided. The instructor should also provide for weekly tests, but these are not included in these materials.

It is assumed that the 60 hours of class work will be supplemented by 30 or so hours of tape lab, in which the student is exposed to various tasks of comprehension based on the lesson material.

In this phase, the student should learn to understand the language-- this is generally demonstrated by giving the correct English translation for a given Tunisian word, phrase, or sentence. Although students are not asked to produce any Tunisian forms during the course of this phase, it is left to the instructor's discretion to counsel students on the advisability of attempting to speak the language outside of class.

The homework each day is essentially vocabulary learning. In the pre-speech phase, vocabulary learning means being able to give the correct English translation for a heard Tunisian word; it also means being able to give the proper grammatical description of the word - e.g. a masculine singular noun.

Vocabulary, with a few exceptions, is limited to 10 new items per section. This gives approximately 40 items to be learned per day and will result in a passive vocabulary of around 600 words at the end of the pre-speech phase. Many of these words will be encountered again during the active phase of the course, and the student should not be disturbed by the fast rate of vocabulary building during the initial phase.

### Pre-speech Phase Testing

The form of quizzes and tests.

I. Quizzes: Daily quizzes should be given at the start of each day, based on the previous day's material. These quizzes should consist of two parts: vocabulary and grammar.

A. Vocabulary. Vocabulary items should be presented orally in Tunisian. Students should respond by giving the correct English translation.

B. Grammar. Sentences containing the grammatical points illustrated in the previous day's material are read orally in Tunisian. These sentences should contain familiar and unfamiliar material. The student should be able to pick out the familiar item and give the correct translation of this item or give the correct grammatical classification. This section can be conveniently done by using multiple-choice answer format.

For example; suppose the materials being tested are the direct object verb suffixes. The test sentence might be:

1. hāji ṭṭufla elli kallamtik 'alīha

Even if none of these words is known to the student, he should be able to 1) pick out the verb, 2) isolate the direct object suffix, 3) give the correct translation of this suffix. Thus the multiple choice answer sheet format might appear as:

1. The direct object is:

- a. me
- b. them
- c. you
- d. us

Alternatively the whole verb form might be tested by:

1. The whole verb form means

- a. I told him
- b. he told me
- c. they told her
- d. I told you

## II. Tests.

Tests should be given at least once a week and preferably at each significant point in the exposition of the structure of the language. Since vocabulary and partial grammar translation are covered in the quizzes, it is felt that larger tests should involve selecting the proper translation of complete sentences.

Thus, all vocabulary items in the test sentences should be known; a multiple-choice format should be used where the choices are complete translations.

For example, using our previously given example sentences:

1. hāfi t̥t̥ufla elli kallamtik 'əliha
- a. here is the girl I told you about.
  - b. here is the girl who told you about me
  - c. here is the girl who told me about you
  - d. none of the above.

Notice that these choices test comprehension of grammar - not vocabulary.

A note about exercises.

Each section in this Pre-speech Phase contains a paragraph giving instructions for exercises. No specific sentences are provided, however, and the classroom teacher is expected to be able to construct his own.

In these sentences it is not often important that all of the words be familiar to the student. If, for example, noun plurals are the topic for the hour, the sentence need contain only one familiar item - a plural of one of the nouns known to the student. The students' task in such an exercise is to pick out the familiar word in the sentence and either translate it or provide the correct grammatical classification of it.



Phase I: Pre-speech  
Outline of Lessons

1. Basic Vowels and Consonants
2. Non-English Consonants
3. Emphatics
4. Grammatical function of selected consonants
5. Minimal Pairs
6. Sun and moon consonants
7. The definite article
8. Noun plus adjective: The article
9. Noun gender: adjective agreement
10. Noun number
11. Noun-adjective number agreement
12. Possessive suffixes.
13. Adjectives with possessed nouns.
14. The genitive construction
15. Present tense "to be" sentences
16. Personal Pronouns
17. Negation of present-tense "to be" sentences
18. Interrogation of present-tense "to be" sentences.
19. Interrogative forms of personal pronouns.
20. Possessive suffixes with prepositions.
21. "To be" sentences: accomplished tense.
22. Demonstrative pronouns.
23. Demonstrative adjectives.
24. Prepositions with nouns.
25. Wh-interrogatives
26. Relative pronouns.

27. The dual number.
28. Accomplished tense of C-C-C verb roots.
29. Pattern of vowel insertion: accomplished tense.
30. Accomplished tense subject suffixes.
31. Accomplished tense a and u tense markers.
32. Inaccomplished of C-C-C roots.
33. Inaccomplished tense subject affixes.
34. Imperatives of C-C-C verbs.
35. Negation of verbs.
36. Negative commands of C-C-C verbs.
37. Other types of roots: weak and doubled radicals.
38. Accomplished tense: W-C-C roots.
39. Inaccomplished and imperatives: W-C-C roots.
40. Accomplished tense: C-W-C roots.
41. Inaccomplished and imperatives: C-W-C roots.
42. Accomplished tense: C-C-W roots.
43. Inaccomplished and imperatives: C-C-W roots.
44. Accomplished tense: C1-C2-C2 roots.
45. Inaccomplished and imperatives: C1-C2-C2 roots.
46. 'ayin root verbs.
47. Expressing future tense.
48. The present progressive.
49. The past progressive.
50. The active participle.
51. The passive participle.
52. The verb "to have".
53. Direct object suffixes.
54. Indirect object suffixes.

- 55. Verbs in series: 1st person plural imperative.
- 56. Counting I.
- 57. Counting II.
- 58. Telling Time
- 59. Weights and measures.
- 60. Directions.

Pre-speech 1. Basic vowels and consonants.

10

A. Grammar. Many of the vowels and consonant sounds of Tunisian Arabic are similar to sounds in English and should not cause any difficulties.

The principal vowels are i, a, and u which may be either short (i, a, u) or long (ī, ā, ū). They are similar to the English vowel sounds illustrated below:

i	pit , lid
a	pat , lad
u	put , look
ī	seed, weed
ā	dock, pot
ū	duke, cool

In addition, one may encounter the vowel sounds e as in led and o as in road. They are not very common and occur only in one length (there is no ē or ō).

The Tunisian consonants having similarity to English sounds are:

b	as in <u>bad</u>
d	as in <u>dad</u>
t	as in <u>that</u>
f	as in <u>fat</u>
g	as in <u>gate</u>
h	as in <u>hat</u>
z	as in <u>azure</u>
k	as in <u>cat</u>
l	as in <u>lad</u>
m	as in <u>mat</u>
n	as in <u>nack</u>
s	as in <u>sat</u>
ʃ	as in <u>ship</u>
t	as in <u>tack</u>
θ	as in <u>thin</u>
z	as in <u>zoo</u>
w	as in <u>win</u>
y	as in <u>you</u>

11

B. Exercises. Listen to the following word list.

1) Respond by pointing to the correct transcription of the word heard, 2) Respond by transcribing the word heard.

min	blād	itkūn
inti	šwaya	kān
zīt	zonz	šimt
	fī	šokran
Qama	tūnis	ses
huwa	ūtīl	haṭi
sī	hūma	gaz

Pre-speech 2. Non-English consonants.

A. Grammar. A number of Tunisian consonants do not have English counterparts.

We will put off any attempt to explain their articulation until the Second Phase. For now, your job is to learn to associate these sounds as made by the instructor with the symbol by which it is denoted in transcription.

The symbols and example Tunisian words are:

ġ	ġir	luġa	bālaġ
x	xīr	tixdim	baxx
h	ħabb	akħal	mliħ
q	qaddas	taqra	suq
r	rakib	bark	msūgir
ʔ	ʔamirlka	yisʔal	ʔaqra
ʕ	ʕarbi	saʕid	ʕismaʕ

Pre-speech 3. "Emphatic" consonants.

A. Grammar. Tunisian has a set of consonants called "emphatics".

They are of two types.

1. The velar or pharyngeal consonants x, ġ, q, and ʕ.

2. Velarized variants of standard consonants.

These are always denoted in the transcription by subscript dot. They include: ṭ, ṣ, ḥ, ḍ, and perhaps ʔ̣ and ʕ̣.

The number of velarized consonants in a person's speech varies considerably as a function of how "classical" he wishes to be. The velarized variants appear to have disappeared altogether in some dialects.

One cannot generally hear a difference in velarized and non-velarized pairs--what is heard is a change in vowel quality.

Compare vowel quality in the following pairs:

h vs x	har	wonder	xar	knocked out
r vs ġ	rab	a boiled egg	ġab	missed
k vs q	Qakil	father lost his son	Qaqil	heavy
ʔ vs ʕ	smaʔ	the sky	smaʕ	he heard
t vs ṭ	tāb	he repented	ṭāb	it is cooked
s vs ṣ	sīb	sword	ṣif	summer
h vs ḥ	habb	it blew	ḥabb	he liked
d vs ḍ	dar	he turned	ḍar	the house
ṭ vs ṭ̣	ṭab	it melted	ṭ̣abb	morning fog
Q vs Q̣	Qar	he stood up	Q̣ar	he revolted

Pre-speech 4. Grammatical significance of selected consonants and vowels.

A. Grammar. Three consonants in our system of transcription have special grammatical features.

1) 'hamza'ʔ. This symbol represents what might be called a "phantom consonant" in that it is often not pronounced at all. When it is pronounced, it is articulated as a "glottal stop" --like the dialect pronunciation of bottle. It is necessary to write the symbol, however, whether it is pronounced or not, since it is part of the root of many words. This consonantal root is the basis for many grammatical features. This will be made clear in the sections on verb conjugation.

2) w and y. The symbols w and u, y and i actually represent the same element of the language. In pronunciation, the consonantal and vocalic forms are governed by a set of distributional rules as follows;

- a. w, y occur before vowels and between vowels and silence.
- b. u, i occur before consonants and between consonants and silence.
- c. u & w becomes ū.
- d. i & y becomes ī.

Since w and y are important for giving the root structure of Tunisian words, these forms are always used in discussing grammatical points; they may, however, be pronounced u and i, respectively, on the basis of distribution.

For example, a certain verb suffix is given as -u, but after verbs ending in vowels, it is pronounced -w: compare qālu 'they say' and šraw 'they bought'.

3) The three consonants ʔ, w, and y are "weak" consonants and are treated under special headings in the sections on conjugation.

#### Pre-speech 5. Minimal pairs.

A. The easiest way to display and deal with contrastive sounds is in terms of "minimal pairs". Minimal pairs are pairs of words of different meanings which differ by one and only one speech sound.

B. Exercises. You will hear the list of minimal pairs below presented in random order. At first respond by pointing to the correct member of the pair when only one of the pair is given. When this can be done easily respond by giving the correct transcription of the word.

ā : a	ḫām	ḫam
ū : u	kūl	kul
ī : i	ḫīf	ḫif
e : i	ber	bir
o : a	folk	falk
x : ġ	xīr	ġīr
r : ġ	rāb	ġāb
x : h	xāf	hāf
ḫ : ʔ	ḫam	ʔam
t : t	tāb	tāb
h : ḫ	naḥ	ḫaḥ

14

s : s	sār	sār
d : d	darr	darr
d : ḍ	ḍall	ḍall
d : d̥	dall	dall
ḍ : θ	ḍam	θam
t : θ	tam	θam
n : m	nāl	māl
z : ž	zār	žār
s : š	sar	šar
š : ž	šarr	žarr

Pre-speech 6. Grammar "Sun" and "Moon" consonants.

A. Grammar

Tunisian consonants are also classified as "sun" or "moon" consonants. The sun consonants are those produced with the tongue approximating the upper teeth, alveolar ridge, or front of the hard palate. The sun consonants are t , ṭ, d, s, ṣ, š, ž, z, ḍ, d̥, θ, r, l, and n. Notice the place of articulation of these initial consonants in the following words:

trab	sand
ṭir	bird
dar	house
sir	band
sabah	morning
šams	sun
žar	neighbor
zīn	beauty
ḍil	tail
d̥il	shadow
θar	vengeance
ražil	man
lūz	almonds
nar	fire

The moon consonants are all the rest of the consonants. They are illustrated in the following words:



ʔum	mother
bab	dear
matar	airport
far	rat
kef	palm (of the hand)
gʔūd	baby camel
xarita	map
ḡaba	forest
hārab	fugitive
ḡadd	limit
warqa	paper
yūm	day
ʔām	year
qlam	pencil

#### B. Exercises

Listen to the nouns of the above lists presented in random order (teacher's dictation or tape). If the word begins with a "sun" consonant, respond with the word sun; if the word begins with a "moon" consonant, respond with the word moon. Continue this exercise until all students understand and recognize the distinction.

#### Pre-speech 6. Vocabulary

1. dar	house
2. sabah	morning
3. zīn	beauty
4. raʔil	man
5. yūm	day
6. ʔām	year
7. qlam	pencil
8. matar	airport
9. bab	door
10. ʔams	sun

## A. Grammar

All of the words in Section 6 are nouns and the forms given are indefinite, that is the English translation would be a or an something. The definite article, the, has two forms in Tunisian: if the first consonant of the noun is a moon consonant, al is prefixed to the noun; if the first consonant of the noun is a sun consonant, this first consonant is doubled.

## B. Exercises.

Listen to the noun list for moon consonants with and without the definite article.

bab	door	lbab
matar	airport	lmatar
far	rat	lfar
kef	palm	lkef
gɛud	baby camel	lgɛud
xobz	bread	lxobz
gaba	forest	lgaba
harab	fugitive	lharab
hadd	limit	lhadd
wahid	one	lwahid
yum	one day	lyum today
ɛayin	eye	lɛayin
qdem	foot	lqdem

When the noun begins with a sun consonant, the definite article is added by doubling the first consonant of the noun.

Listen to the list of nouns below with and without the definite article.

trab	sand	ttrab
tir	bird	ttir
dar	house	ddar
sir	band	ssir
ṣabah	morning	ṣṣabah

šams	sun	ššams
žar	neighbor	žžar
zin	beauty	zzin
šil	tail	ššil
šil	shadow	ššil
šar	vengeance	ššar
ražil	man	rrażil
luz	almonds	lluz
nar	fire	nnar

Listen to this list presented in random order. Tell whether the definite article is present or not.

The teacher will present Tunisian nouns in the definite or indefinite form. Drill on these until all students can easily identify the two forms.

### C. Vocabulary

1. šutīl	hotel
2. taksi	taxi
3. suq	market
4. lā	no
5. inšam	yes
6. šayin	eye
7. qdem	foot
8. xobz	bread

Pre-speech 8. Noun plus adjective.

#### A. Grammar.

Adjectives generally follow the nouns they modify. Thus an English phrase like a good man would, in Tunisian, be ordered a man good. For example:

šutīl	mlīh	a good hotel
taksi	bahi	a good taxi
xobz	arbi	an arabic bread
hanut	ndīf	a clean shop
matar	zīn	a beautiful airport
yūm	barid	a cold day

If the noun has a definite article, the adjective must also have it. The rules for forming the definite article on adjectives are identical to those for nouns. Thus:

lutīl lmlīh  
 ttaksi lbahi  
 lxobz lɛarbi  
 lhanut nmāif  
 lmatar zzīn  
 √√ssams ssxun  
 lyūm lbarid

### B. Exercises

Listen to noun phrases presented by teacher or tape. Respond by saying whether the forms are definite or not.

### C. Vocabulary

1. žumta	week
2. suʒal	question
3. žwab	answer
4. luğa	language
5. bint	girl, daughter
6. mliħ	good, fine
7. barid	cold
8. sxun	hot
9. bahi	good
10. ɛarbi	Arabic, Arabian

## Pre-speech 9. Gender.

### A. Grammar

Singular nouns are either masculine or feminine. Masculine nouns take the masculine form of modifying adjectives; feminine nouns take the feminine form of modifying adjectives.

The masculine:feminine distinction (called gender) is a purely grammatical feature which has nothing to do with sexual gender.

The masculine form of adjectives was seen in Section 8. The feminine is formed by adding an -a to the masculine.

Some masculine nouns are:

ʾutīl	hotel
serbis	service
taksi	taxi
matar	airport
suq	market

Some feminine nouns are:

ʾum̄a	week
suʿāl	question
ʾwāb	answer
luḡa	language
bint	girl, daughter

The masculine and feminine forms of some adjectives are:

<u>Masculine</u>	<u>Feminine</u>	
mliḥ	mliḥa	fine, okay
barid	barida	cold
sxun	sxuna	hot
zīn	zīna	beautiful
bahi	bahiya	good
ʿarbi	ʿarbiya	Arab

#### B. Exercises

Listen to noun plus adjective phrases formed from the word lists above. Respond by indicating the gender of the noun (listen to the adjective ending) and tell whether the phrase is definite or not.

#### C. Vocabulary

Learn the gender of all nouns in the vocabularies up to this point.

## A. Grammar

Nouns in Tunisian have three forms depending on the number of things denoted. The forms are the singular, dual, and plural. The dual will be presented in a later section. Unlike English, the plural form of a Tunisian noun cannot be given by rule, one must learn the plural form in just the same way that the singular form is learned.

<u>Singular</u>	<u>Plural</u>	
utīl	witla	hotel
serbis	srabis	service
taksi	taksiyet	taxi
matar	matarat	airport
suq	swaq	market
zumʿa	zumʿat	week
suʔal	ʔasʔla	question
ʔwab	ʔawabat, aʔwba	letter, answer
luḡa	luḡat	language
bint	bnat	girl
xobz	—	bread
dar	dyar	house
šams	šmus	sun
yum	ayām	day
bab	bibān	door
far	firēn	rat
keff	kfuf	palm of the hand
ḡud	ḡēdan	baby camel
ḡaba	ḡabāt	forest
wahid	whud	one
ʕayin	ʕyun	eye
qdem	ʔaqdem	heel
trab	ʔatrba	sand
tir	tyur	bird
sir	syur	strip
sabah	—	morning
žar	žirēn	neighbor
zin	zyūn	beauty

ɗil	ɗyul
ɗil	ɗadlɛl
ɒar	
luz	
nar	niran

### B. Exercises

1. Listen to the forms above presented in random order: respond with the correct number of the noun--ie. plural or singular.

2. Given the nouns in random order on paper, match the singular and plural forms of each noun.

### C. Vocabulary

Learn the plural forms of all nouns given in previous vocabularies.

Pre-speech 11. Adjective-Noun Number Agreement.

#### A. Grammar

An adjective modifying a noun must agree with that noun in number. The plural form of an adjective is generally identical to the feminine singular form; ie., with the a ending.

#### B. Exercises

Listen to noun phrases composed of singular or plural nouns from the memorized vocabulary plus adjectives from previous vocabularies or the vocabulary of this lesson; respond by giving the correct number and, if singular, gender of the noun phrase.

#### C. Vocabulary

		<u>Plural</u>
1. blad (m)	country	bulɗan
2. blad (f)	town	bulɗan
3. kbir adj.	large	
4. bit (f)	room	byut
5. x̄ir adj.	good	
6. amirika	America	Amerikiyīn
7. amiriki	American	

- |               |                            |        |
|---------------|----------------------------|--------|
| 8. u (w)*     | and                        |        |
| 9. tunis      | Tunis or Tunisia (f. blad) |        |
| 10. mdrsa (?) | school                     | mdaris |

\* U if the following word begins with a consonant,  
w if the following word begins with a vowel; e.g.  
 lbit innḥīfa u lkbira  
 lbit lkbira winnḥīfa

Pre-speech 12. Possessive suffixes.

A. Grammar

The possession of nouns--eg. my hat, his house, etc.--  
 is done by possessive suffixes attached to the noun possessed.  
 The possessive suffixes and their meanings are:

-i	my
-ik	your (sg.)
-u	his (its)
-ha	her (its)
-na	our
-kum	your (pl)
-hum	their

B. Exercises

Listen to nouns of previous vocabularies presented with  
 possessive suffixes: respond by indicating the proper Tunisian  
 suffix.

Repeat the exercise, this time responding with the correct  
 translation of the suffix.

C. Vocabulary

1-7. Learn the possessive suffixes.

- |               |      |              |
|---------------|------|--------------|
| 8. makla (f.) | food | pl. maklāt   |
| 9. qdīm       | old  | F.&pl. qdīma |
| 10. esm (m.)  | name | pl. esami    |

Pre-speech 13. Adjectives with Possessed Nouns.

A. Grammar

If a noun has a possessive suffix, it can not also  
 take the definite article. However, adjectives modifying  
 possessed nouns must have the definite article.



## B. Exercises

Listen to noun phrases constructed from nouns and adjectives in previous vocabularies--with or without the definite article or possessive suffix. Respond by giving the correct translation of the entire noun phrase.

## C. Vocabulary

1. haža, hažet	f.	something
2. hanut, hwanet	m.	shop
3. duni, duniya		bad
4. qrib, qriba		near
5. šarač, šwarač	f.	boulevard
6. nahž, nhuž	m.	street
7. žama, žowama	m.	mosque

## Pre-speech 14. The genetive construction

### A. Grammar

Tunisian noun phrases corresponding to English "of" constructions--eg. "the market of the Arabs" are of the form noun & article & noun.

suq lčarbi	the market of the arab
maktab iṭṭayarān	the office of flying

### B. Exercises

Listen to genetive constructions formed from previous vocabulary.

Listen to genetive constructions contrasted with noun plus adjective constructions; respond by giving the correct translations.

### C. Vocabulary

1. kuliyit	college
2. fransa	France
3. wlid, awlad	boy, son, child
4. sum, swam	price
5. numru, nwamir	number
6. mučalam, mučalmin	teacher
7. nahz, nhuz	street
8. suq, swaq	markets
9. ras, rus	head
10. karhba, kriāhib	cars

## Pre-speech 15. "To be"

## A. Grammar

1. Tunisian does not normally express forms of the verb "to be" in the present tense.

ilblad ʕmīla	the country <u>is</u> fine
aʕniya hwalik	how <u>are</u> you
wīn issfara lamirikiya	where <u>is</u> the American Embassy
hahuwa (m) maṭam	here <u>is</u> a restaurant
hahiya (f) ihayyara	here <u>is</u> the plane
esmi....	my name <u>is</u> ...

2. Thus, a construction of noun with definite article or possessive suffix plus an adjective without the definite article can only mean "a something is something". Compare:

lutīl lmlīh	the good hotel
luīl mliḥ	the hotel is good

## B. Exercises

Listen to noun plus adjective constructions with previous vocabulary contrasted on the format:

1. a something something.
2. the something something.
3. a something is something.
4. the something is something.

Respond by giving the correct translations. In some cases constructions of types 1 and 3 may be ambiguous.

## C. Vocabulary

1. wīn	where (is)
2. kīf	how (is)
3. eʕ	what (is)
4. hahuwa	here (is) m.
5. hahiya	here (is) f.

Pre-speech 16. Personal Pronouns

25

A. Grammar

The subject personal pronouns of Tunisian are:

ama	I	ahna	we
inti	you	intuma	you
huwa	he	huma	they
hiya	she		

B. Exercises

Listen to "to be" sentences formed with personal pronouns. Respond by giving the correct pronoun. Use sentences from 15 as models, respond by giving translation of the sentence.

C. Vocabulary

Learn the personal pronouns.

Pre-speech 17. Negation of present-tense: "to be" sentences.

A. Grammar

"To be" sentences in the present tense are negated in two ways. Both ways must be learned.

1. Select the personal pronoun which agrees with the subject in gender and number: huwa is used for masculine singular subjects; hiya for feminine singular and plural subjects.

Affix the negative marker ma...š to the pronoun.

E.g.'s      lutiḥ mliḥ  
                 lutiḥ mahuwaš mliḥ  
                 lbīt ndīfa  
                 lbīt mahiyeš ndīfa  
                 lbyūt ndīfa  
                 lbyūt mahiyeš ndīfa

2. The form mūš may be used in place of either mahuwaš or mahiyeš.

## B. Exercises

Listen to positive and negative forms of "to be" sentences. Respond by giving the correct category positive or negative and by the correct gender and number of the subject.

## C. Vocabulary

Plural

1. ma...š	is not	
2. mūš	is not	
3. maktab (m)	office	
4. nhār (m)	day	
5. xbar (m)	news	xbār
6. ?amma	but	
7. lāhi (m)(adj.)	busy	lahīn
8. yum (m)	day	ayēm
9. rbo? (m)	one quart	
10. xobza (f.)	one loaf of bread	xobzet

Pre-speech 18. Interrogation of "to be" sentences.

## A. Grammar

Sentences of the form "something is something" are made interrogative--"is something something" by putting the thing questioned in the first position and suffixing a -šī to it.

lutīl mliḥ  
mliḥšī lutīl

lbīt ndīfa  
ndīfašī lbīt

lbyūt ndīfa  
ndīfašī lbyūt

B. Listen to declarative and interrogative forms of "to be" sentences. Respond by giving the correct translation of the sentence.

## C. Vocabulary

27

1. -šī	interrogative suffix
2. kbīr	big
3. sgīr	small
4. nāīf	dean
5. wāsā?	large
6. yesēr	much
7. baršq	much
8. šwaya	little

Pre-speech 19. Interrogative forms of personal pronouns.

### A. Grammar

There are special forms of the personal pronouns to which the interrogative particle -si is suffixed. It is well to learn the whole interrogative as a single word. These special interrogatives are:

anišī	am I
ākšī	are you
ahušī	is he
ahišī	is she
anašī	are we
akumšī	are you
ahumšī	are they

### B. Exercises.

Listen to positive and interrogative forms of sentences of the type: "I (he, she, you, we, they) am (is, are) here (there, American, Tunisian, etc.). Give the correct translation of these sentences--at least the pronominal part.

### C. Vocabulary

Learn the interrogative personal pronoun forms.

Pre-speech 20. Pronominal suffixes with prepositions.

### A. Grammar

The possessive suffixes learned earlier may be used with certain prepositions to express notions like "to him", "by her", "past it", etc.

Some such prepositions are:

li	with, in
fī	at, in
min	from
imta	of
mīa	with
li (il(a))	to

#### B. Exercises.

Listen to the teacher combine these prepositions with the possessive suffixes. Respond by giving the correct translation of the resulting word.

#### C. Vocabulary

Learn the prepositions above.

Pre-speech 21. The Accomplished tense of "to be"

#### A. Grammar

Although in the present tense Tunisian does not use a word corresponding to English am, is, or are, the past tense of this verb is directly expressed. The forms must agree with the subject in number and gender. They are:

	<u>Singular</u>	<u>Plural</u>
First	kunt	kuna
Second	kunt	kuntu
Third M.	kān	kānu
Third F.	kānit	

#### B. Exercises

Listen to "to be" sentences in the present and past tense forms. Respond by giving the correct translation.

#### C. Vocabulary.

Learn past tense forms of "to be".

## A. Grammar

The demonstrative pronouns (English--this one, that one, these, those) in Tunisian are distinguished according to number and gender (unlike English, where only number is considered). The usage is parallel to that in English where this denotes something here and that denotes something there.

The forms are:

		<u>Singular</u>	<u>Plural</u>
<u>this</u>	masculine	haḍa(ya)	haḍuma
	feminine	haḍi(ya)	haḍiya
<u>that</u>	masculine	haḍaka	haḍuka
	feminine	haḍika	haḍika

## B. Exercises

Listen to sentences of the form "this is large, that is clean, these are hot, those are cold, etc.", give the proper translation.

## C. Vocabulary

Learn the demonstrative pronouns.

## Pre-speech 23. The demonstrative adjective

## A. Grammar

The demonstrative adjectives in Tunisian are--unlike English--not the same forms as the demonstrative pronouns. Whereas in English this can be used for either; e.g., this is the one, this man is mad, Tunisian distinguishes these usages. The modified noun must take the definite article, e.g. haḍiya lbyūt--these rooms.

The forms for the demonstrative adjective are:

		<u>Singular</u>	<u>Plural</u>
<u>this</u>	masculine	haḍa	haḍi
	feminine	haḍi	haḍiya
<u>that</u>	masculine	haka	hakuma
	feminine	haki	hakiya

## B. Exercises

Listen to sentences of the form "this room is large, that man is an arab, those taxis are clean, those hotels are cold, etc.", give the correct translation.

## C. Vocabulary

Learn the demonstrative adjectives.

Pre-speech 24. Prepositions with nouns.

## A. Grammar

The prepositions may be used as prefixes on nouns (definite or indefinite) to express locative or directional notions.

## B. Exercises

Listen to sentences using prepositions of section 20 with nouns of previous vocabularies. Give the correct translation of the prepositional phrase.

## C. Vocabulary

<u>Nouns</u>		<u>Adjectives</u>			
<u>Singular</u>	<u>Plural</u>		<u>Singular</u>	<u>Plural</u>	
--- rāzil	ržāl	man	mliḥ	mlāḥ	good
--- ḥānut	hwānit	shop	siniḥ	smāḥ	handsome
xīr	xīrāt	welfare	kbīr	kbār	big
žmal	žmāl	camel	bāhi	bāhīn	nice
			sgīr	sgār	small

Pre-speech 25. Wh-interrogatives.

A. The Wh-interrogatives are those corresponding to English who, what, which, where, when, as in:

who is here?

what is ther?

Which is correct?

Where is he?

When is a rose not a rose?



The Tunisian forms are:

eš <sup>˘</sup> kun	who
eš <sup>˘</sup>	what
eš <sup>˘</sup>	which
wīn	where
waqtēs	when

B. Exercises

Listen to sentences with the Wh-interrogatives.

Pick out and translate the interrogative.

C. Vocabulary

eš <sup>˘</sup>	what, which
eš <sup>˘</sup> kun	who
wīn	where
waqtēs	when

Pre-speech 26. Wh-relative pronouns

A. Grammar

Wh-relative pronouns are the English forms who, which, and that as in:

the man who is tall is here  
 the rock that fell has fallen  
 the thing which has meaning means

The Tunisian form for these relative pronouns is:  
elli.

B. Exercises.

Listen to sentences containing relative clauses.

Pick out and translate these clauses.

C. Vocabulary

elli	who, that, which	
<u>Nouns</u>		
<u>Singular</u>	<u>Plural</u>	<u>Meaning</u>
mra	msä ?	woman
bint	bnāt	girl
wlīd	wlād	boy

32

wālid	wāldīn	parent
bu	ʔebeʔ	father
ʔumm	ʔummet	mother
ʔadd	ʔdud	god-father
ʔamm	ʔmuma	uncle (father's)
xāl	xwel	uncle (mother's)
ʔamma	ʔammet	aunt(father's)
xāla	xālet	aunt(mother's)

## Pre-speech 27. The Dual

### A. Grammar

In addition to the normal plural, Tunisian has a special form to denote two things. This form, called the dual, is generally found only in fairly common lexical items. It is used extensively for the parts of the body which come in pairs.

The dual is formed by adding the suffix -īn to the normal singular. The word for two also shows this dual form.

### B. Exercises

Listen to sentences using dual forms. Contrast dual with singular and plural forms. Give proper category of number.

### C. Vocabulary. Common duals.

	ʔmīn	two
	mitīn	200
	alfīn	2,000
ʔayīn	ʔinīn	eyes
sāq	sāqīn	feet
widn	widnīn	ears

Pre-speech 28. Verbs. Accomplished; C-C-C.

35

A. Grammar

Tunisian has two verb tenses--a past or accomplished tense and a non-past or inaccomplished tense. There is no special future tense. The terms accomplished and inaccomplished are used here due to their commonality in French grammars of Tunisian.

It is usual to begin the study of verbs with the accomplished form since one can derive the inaccomplished form from the accomplished (but not vice versa).

Tunisian verbs--as well as all Tunisian words--are formed from a root consisting of one or more consonants, e.g., k..t...b "writing", which convey a basic meaning, plus one or more inserted vowels which modify or delimit this general meaning--eg. -i- in ktib "wrote", plus one or more affixes--prefixes or suffixes--which further specify the meaning of the word.

The most common type of verbal root is the tri-consonantal one of C-C-C. The accomplished tense of these verbs has the vowels i, a, or o inserted in these roots.

B. Exercises

Listen to the accomplished tense verb forms below.

--- Write the consonantal roots of these verbs.

C. Vocabulary

. ktib	he wrote
qrib	he approached
hlim	he dreamt
fhim	he understood
hsib	he counted
ʃrib	he drank

Pre-speech 29. Pattern of vowel insertion in the accomplished tense of C-C-C roots.

A. Grammar

The i tense marker is inserted after the second consonant of the tri-consonantal roots for all forms except the third person singular feminine (she) and the third person plural (they).

For example:

34

	<u>Singular</u>	<u>Plural</u>
First	ktib-	ktib-
Second	ktib-	ktib-
Third m.	ktib-	-
Third f.	kitb-	kitb-

#### B. Exercises

Observe accomplished tense patterns for all verbs given in 28.

#### C. Vocabulary

None.

Pre-speech 30. Accomplished tense subject suffixes.

#### A. Grammar

In the accomplished tense, the verbs indicate the person and number of the subject by means of a set of suffixes. Since the subject is indicated by these suffixes, it is possible to have sentences with no pronominal subject expressed.

The suffixes are:

I	-t
you	-t
he	-
she	-it
we	-na
you	-tu
they	-u

For example:

ktibt	I wrote	ktibna	we wrote
ktibt.	you wrote	ktibtu	you wrote
ktib	he wrote	kitbu	they wrote
kitbit	she wrote		

55

B. Exercises

Listen to the full accomplished tense forms in sentences. Pick out the verb, give the proper translation of the suffix. Give the proper translation of the whole verb.

C. Vocabulary

Learn the accomplish tense subject suffixes.

Pre-speech 31. a and o tense marker

A. Grammar

The accomplished tense marker for tri-consonantal roots is not always i; but may also be a or o. The pattern of vowel insertion, however, remains the same no matter what vowel appears.

eg. ana tlabt	frott
inti tlabt	frott
huwa tlab	frot
hiya talb it.	fortit
ahna tlabnu	frotnu
intuma tlabbu	frottu
huma talbu	fortu

B. Exercises.

Listen to accomplished tense forms of the verbs below. Give the correct translation of the verb.

C. Vocabulary

ɛraf	he knew
hbat	he came down
rʒaɛ	he returned
xsar	he lost
rqad	he slept
dhor	it appeared
xtob	he made a speech
frot	he became overdue
zloq	he slipped
fɛon	he noticed

Pre-speech 32. Inaccomplished tense of c-c-c roots. 36

A. Grammar

The inaccomplished (present or future) tense of c-c-c roots follow the pattern (where V=a, i, or u).

ana	-CCVC-
inti	-CCVC-
huwa	-CCVC-
hiya	-CCVC-
ahna	-CCC-
intuma	-CCC-
huma	-CCC-

Verbally, we may say that the tense marker (the vowel a, i, or u) is absent in all plural forms and follows the second radical in all singular forms.

There is no way to predict which of the vowels will be used in the inaccomplished tense forms.

e.g.s.

ana	-tlib	-sxun	- raf
inti	-tlib	-sxun	- raf
huwa	-tlib	-sxun	- raf
hiya	-tlib	-sxun	- raf
ahna	-tlb:	-sxn-	- rf-
intuma	-tlb-	-sxn-	- rf
huma	-tlb-	-sxn-	- rf

B. Exercises.

Listen to sentences containing inaccomplished tense forms of the verbs below and in previous sections. Give the correct translation of the verb.

C. Vocabulary.

Learn inaccomplished tense forms of:

ktib	Éraf	frot
qrib	hbat	zloq
hlim	rzae	fton
fhim	xsar	
	rqad	
hsib	dhor	
srīb	xtob	

New Verbs:

sxon	it became hot
sloh	it became good
Elim	he knew
qdom	it became old

Pre-speech 33. Inaccomplished tense subject affixes.

A. Grammar.

In the inaccomplished tense, the number and person of the subject is indicated by a set of affixes. There is a suffix -u which indicates plurality and prefixes which indicate the person.

The affixes are:

	<u>Singular</u>	<u>Plural</u>
First	nV	nV...u
Second	tV	tV...u
Third m.	yV	yV...u
Third f.	tV	

The vowel of these subject prefixes is identical to the vowel of the stem: if i appears in the stem, i appears in the prefix; likewise for o and a.

e.g.s

nitlib	nosxon	na'raf
titlib	tosxon	ta'raf
yitlib	yosxon	ya'raf
titlib	tosxon	ta'raf
yitlibu	yosxnu	ya'rfu
yitlibu	yosxnu	ya'rfu

B. Exercises.

Listen to sentences containing conjugated C-C-C verbs in accomplished and inaccomplished tense. Give the correct translations of the verbs.

C. Vocabulary.

Learn the inaccomplished tense subject affixes.

Pre-speech 34 Imperatives of C-C-C verbs.

56

A. Grammar

The imperative of a C-C-C verb is identical to the stem of the inaccomplished tense, ie. the second person minus the affixes. An obligatory hamza is prefixed to this stem.

The imperative may be either singular or plural.

e.g. ʔktib (you(sing)) write!

ʔktbu (you(plur.)) write!

B. Exercises

Listen to sentences containing imperative forms of c-c-c verbs. Give the proper translation of the verbs.

C. Vocabulary

x <sub>dim</sub>	he worked
x <sub>tim</sub>	he finished
zh <sub>id</sub>	he forgot
h <sub>bat</sub>	he came down
t <sub>la</sub>	he went up
k <sub>di</sub> b	he lied
s <sub>da</sub> q	he told the truth
n <sub>ta</sub> q	he spoke
h <sub>fa</sub> d	he learned
b <sub>ki</sub> m	he became mute

Pre-speech 35. Negation of verbs.

A. Grammar

The negative particle ma...šī is used to negate verbs.

eg. ana niktib I write  
ana maniktibšī I don't write

B. Exercises.

Listen to sentences containing negative and positive forms of verbs learned so far. Give the correct translation of the verb.



### C. Vocabulary

1. mā...šī	not
2. ltaθ	sent
3. qbil	accept
4. ʒmil	do
5. trik	leave
6. skem	inhabit
7. hzar	quit (some place)
8. šrib	drink
9. škir	thank
10. sfar	travel
11. zbar	oblige

Pre-speech 36. Negative commands of C-C-C verbs.

#### A. Grammar.

The negative command--eg., don't go! is formed by affixing the negative particle ma...šī to the second person of the inaccomplished tense. A singular or plural form of you may be denoted.

e.g. matiktbušī (you(pl.) don't write!  
matiktibšī (you(sing.) don't write!

#### B. Exercises.

Listen to sentences containing negative command forms of verbs learned so far. Give the correct translation.

#### C. Vocabulary

1. žbar	he obliged
2. žbir	he collected-gathered
3. kbir	he grew up
4. sgir	he became smaller
5. slah	he became good
6. fsid	he became bad
7. žh'd	he forced himself
8. t ib	he got tired
9. mrid	he got sick
10. nhad	he got well

Pre-speech 37. Other types of roots.

A. Grammar.

In addition to the usual tri-consonantal roots, symbolized C-C-C, there are roots in which one of the three consonants is a so-called weak consonant (y, ʔ, or w) which may or may not appear in certain forms, di-consonantal roots, roots in which one of the consonants is ayin ( )--a special class--and even roots in which two of the consonants are weak or missing.

Root consonants are called radicals, and roots in which one of the radicals is ʔ, y, or w are called weak roots. These three types of radicals will be denoted by the symbol W in the following sections. Thus C-W-C denotes a root in which the middle radical is weak.

B. Exercises.

Review verb conjugations of C-C-C roots.

C. Vocabulary.

Review verb roots.

Pre-speech 38. Accomplished tense of W-C-C roots.

A. Grammar.

The accomplished tense of W-C-C--that is, roots with a defective radical in initial position--is like that of the "strong verbs" (i.e., C-C-C) with the pattern:

WCVC-

WCVC-

WCVC-

WVCC-

WCVC-

WCVC-

WVCC-

E.g.	<u>wsul</u>	<u>"to arrive"</u>	<u>ʔamar</u> <u>"to order"</u>
ana	wsu <sup>.</sup> it		ʔamart
inta	wsu <sup>.</sup> lt		ʔamart
huwa	wsu <sup>.</sup> l		ʔamar
hiya	wusu <sup>.</sup> lit		ʔamrit
ahna	wsu <sup>.</sup> lna		ʔamarna
intuma	wsu <sup>.</sup> ltu		ʔamartu
huma	wusu <sup>.</sup> lu		ʔamru

41

B. Exercises.

Listen to sentences containing accomplished tense forms of the verbs below. Give the correct translation and pattern.

C. Vocabulary

1. wgid	he lighted
2. wzid	he found
3. w ad	he pronounced
4. ?did	he authorized
5. wrid	he brought water
6. wzib	it became compulsory
7. wkil	he defended
8. wtir	he struggled

Pre-speech 39. Inaccomplished and imperatives of W-C-C roots.

A. Grammar.

The inaccomplished tense of W-C-C roots follows the normal pattern (CVC in the singular, CC in the plural) and has ū or ā as the prefix vowel.

E.g. wsul "to arrive"      amar "to order"

ana	nuwsul	nāmar
inti	tuwsul	tāmar
huwa	yuwsul	yāmar
hiya	tuwsul	tāmar
ahna	nuwslu	nāmru
intuma	tuwslu	tāmru
huma	yuwslu	yāmru

The imperatives are

?usul	(you(sing.)) arrive!
?uslu	(you(plur.)) arrive!

B. Exercises.

Listen to sentences containing accomplished, inaccomplished and imperatives of W-C-C verbs. Give the correct translation of the verbs.

### C. Vocabulary

wdah	he put
wsul	he arrived
?amar	he ordered

Pre-speech 40. Accomplished tense of C-W-C roots.

#### A. Grammar

The symbolization C-W-C denotes a root whose second radical (root consonant) is 'defective'--i.e., it is not articulated. The defective second radical shows up in the verb infinitive as an elongation of the vowel following the first radical, e.g., qaal (or, alternatively, qāl).

The aa (ā) of the infinitive becomes either u or i in the accomplished tense conjugation.

e.g.s	Infinitive	<u>qāl</u> "to say"	<u>nāl</u> "to get"
	ana	qult	nilt
	inti	qult	nilt
	huwa	qāl	nāl
	hiya	qālit	nālit
	ahna	qulna	nilna
	intuma	qultu	niltu
	huma	qālu	nālu

The pattern thus displayed may be expressed as follows:

Inf. CāC

Cu/iC-t

Cu/iC-t

CāC-Ø (i.e., nothing)

CāC-it

Cu/iC-na

Cu/iC-tu

CāC-u

Verbally, we can state the pattern thus: the long u of the infinitive is retained in all third person forms; in other forms ā is replaced by u or i.

#### B. Exercises.

44

Listen to accomplished tense forms of the verbs below

and give the proper translation.

## C. Vocabulary

	qāl	to say
	sār	to become
	sār	to walk fast
	tār	to fly
	sāf	to see
	xāf	to be afraid
9	bāt	to stay overnight
	tāb	to repent
	fāt	to pass away
	māt	to die

Pre-speech 41. Inaccomplished and imperative of C-W-C.

A. The inaccomplished tense forms of C-W-C roots (medially defective roots) have long i, a, or u (i.e., ī, ā, or ū) inserted between the consonants.

No vowel appears in the subject prefixes; u remains as the plural marker.

E.g. daar "to turn". "zaald" "to bring". xāaf "to be glad"

ana	ndūr	nžīb	nxāf
inti	tdūr	tžīb	txāf
huwa	ydūr	yžīb	yxāf
hiya	tdūr	tžīb	txāf
ahna	ndūru	nžību	nxāfu
intuma	tdūru	tžību	txāfu
huma	ydūru	yžību	yxāfu
Imperatives	dūr	zīb	xāf
	dūru	žību	xāfu

## B. Exercises

Listen to sentences containing inaccomplished tense and imperative forms of C-W-C roots. Pick out and translate these verbs.

44

B. Exercises.

Listen to sentences containing inaccomplished tense and imperative forms of C-W-C roots. Pick out and translate these verbs.

C. Vocabulary

šār	to pinpoint
ōār	to revolt
hār	to wonder
dār	to turn around
nāl	to get
tāl	to reach
bāʕ	to tell
dāʕ	to loose
tāh	to fall down
qās	to measure

Pre-speech 42. Accomplished of C-C-W roots.

A. Grammar.

By the symbolization C-C-W, we mean a root whose final radical is defective (not articulated).

Infinitives of C-C-W roots are always of the form CCā.

To conjugate such verbs in the accomplished tense, the following rules are applied:

1. retain the long a in all third person forms,
2. change ā to i in all other forms.

E.g.s

Infinit.	mšā--to go	šrā--to buy
ana	mši-t	šri-t
inti	mši-t	šri-t
huwa	mšā-	šrā-
hiya	mšā-t	šrā-t
ahna	mši-na	šri-na
intuma	mši-tu	šri-tu
huma	mšā-u*	šrā-u

\*u after a vowel is pronounced w

## B. Exercises.

Listen to accomplished tense forms of C-C-W verbs.  
Pick out and translate these verbs.

## C. Vocabulary

lqā	to find
bdā	to begin
krā	to rent
šrā	to buy
rmā	to throw
ksā	to dress
qrā	to read
hnā	to bend
rqā	to raise

Pre-speech 43. Inaccomplished and imperatives of C-C-W roots.

## A. Grammar.

The inaccomplished tense forms of G-C-W (final defective) roots are all of the form CCV where V may be ī, ā, or ū, and V does not change throughout the conjugation.

The plural marker u, since it necessarily follows a vowel, becomes consonantal--i.e., w.

E.g.            šrā--to buy    lqā--to find    hbā

ana	nišrī	nilqā	nahbū
inti	tišrī	tilqā	tahbū
huwa	yišrī	yilqā	yahbū
hiya	tišrī	tilqā	tahbū
ahna	nišrīw	nilqāw	nahbūw
intuma	tišrīw	tilqāw	tahbūw
huma	yišrīw	yilqāw	yahbūw

Imperatives	šrī	lqā	hbū
	šrīw	lqāw	hbūw

## B. Exercises.

Listen to sentences containing inaccomplished tense and imperative forms of C-C-W roots. Pick out and translate these verbs.

# C. Vocabulary

Onā	to thank
kfā	to suffice
qlā	to broil
šwā	to barbeque
sqā	to water
rxā	to tear down
hmā	to heat
ftā	to find an excuse
brā	to recover
mšā	to go

Pre-speech 44. Accomplished tense of doubled consonant roots:  $C_1C_2C_2$

## A. Grammar.

By the symbolization  $C_1C_2C_2$ , we denote roots whose final and medial radicals are identical.

These roots have a after the first radical in their infinitives,  $C_1aC_2C_2$ .

The infinitive form is retained intact throughout the accomplished tense conjugation. Where the subjective suffix begins with a consonant, an i is inserted before the suffix.

## E.g.s

Infinitive	sadd-to plug something	xaff-to become light weight
ana	saddit	xaffit
inti	saddit	xaffit
huwa	sadd	xaff
hiya	saddit	xaffit
ahna	saddina	xaffina
intuma	sadditu	xaffitu
huma	saddu	xaffu

## B. Exercises.

Listen to sentences containing accomplished tense forms of doubled-radical verbs. Pick out and translate the verbs.



### C. Vocabulary

radd	to return something
sadd	to close
sadd	to insist
kaff	to stop
xaff	to lighten
sahh	to become right
lahh	to resist
ball	to dampen
dall	to lead

Pre-speech 45. Inaccomplished tense of doubled-consonant roots.

#### A. Grammar.

The inaccomplished tense forms of doubled-consonant roots are all of the form CVCC where V may be either i or u.

No vowel appears in the prefix.

E.g.s	sadd	radd
ana	nsidd	nrudd
inti	tsidd	truidd
huwa	ysidd	yrudd
hiya	tsidd	truidd
ahna	nsiddu	nruddu
intuma	tsiddu	truiddu
huma	ysiddu	yruddu
Imperatives	sidd	rudd
	siddu	ruddu

#### B. Exercises.

Listen to sentences containing inaccomplished tense forms of the verbs below. Pick out and translate the verbs.

### C. Vocabulary

hall	to open up
zarr	to pull
fakk	to separate something
sadd	to tighten up
hadd	to draw a line, a frontier

hažž	to go on the pilgrimage	48
ražž	to shake	
dažž	to revolt	
ḡass	to watch, guard	

Pre-speech 46. Verbs with ayin roots.

A. Grammar.

Verbs with ayin "ع" as a radical are conjugated like stong verbs:

E.g. sḡam "to get fed up"

ana	sḡamt	nisḡam
inti	sḡamt	tisḡam
huwa	sḡam	yisḡam
hiya	sḡamit	tisḡam
ahna	sḡamma	nisḡamu
intuma	sḡamtu	tisḡamu
huma	sḡamu	yisḡamu

B. Exercises.

Listen to sentences containing conjugated forms of the verbs below. Pick out and translate these verbs.

C. Vocabulary.

ḡakal--kla	to eat
ḡamin	to secure
ḡamal	to hope
žāع	to come
braع	to recover
btaع	to miss for a long time
qraع	to read
sḡam	to get fed up
ḡaxad--xḡa	to take

Pre-speech 47. Expressing future tense.

A. Grammar.

Futurity can be expressed specifically by means of temporal adverbs like ḡudwa "tomorrow", or can be expressed as a general notion by placing the word māṣi (literally "going") before the inaccomplished form of the verb.

For example:

ana nimši lissfāra I go to the embassy

ana māši nimši lissfāra I will go to the embassy

E. Exercises.

Listen to sentences expressing futurity. Pick out and translate the relevant expressions.

C. Vocabulary

sken	to inhabit
fhem	to understand
zā	to come
tlā	to show up
dhor	to appear
srab	to drink
sxun	to heat up
brid	to cool off
hmā	to warm up

Pre-speech 48. The present progressive.

A. Grammar

To indicate progression in the present tense (e.g., he is going) use a form of qāʿid. This form must agree with the subject of the verb in gender and number.

The forms are:

qāʿid	masculine singular
qāʿida	feminine singular
qāʿidin	plural

E.g.

ana	qāʿid (or qāʿida)	niktib
inti	qāʿid (or qāʿida)	tiktib
huwa	qāʿid	yiktib
hiya	qāʿida	tiktib
ahna	qāʿidin	niktbu
intuma	qāʿidin	tiktbu
huma	qāʿidin	yiktbu

B. Exercises.

Listen to sentences containing present progressive forms. Pick out and translate these verbs.

## C. Vocabulary

qal	to say
ntaq	to speak up
smaʕ	to hear
ʕraf	to know
tāq	to last
šamm	to smell
ʕtas	to sneeze
kahh	to caught
saḥḥ	to strengthen
rham	to bless

### Pre-speech 49. The past progressive

#### A. Grammar.

To form the past progressive (e.g. I was going) Tunisian uses the accomplished form of kān "to be" with the proper form of qaʕid.

E.g.

ana	kunt	qaʕid	niktib
inti	kunt	qaʕid	tiktib
huwa	kān	qaʕid	yiktib
hiya	kānit	qaʕida	tiktib
ahna	kunna	qaʕidīn	niktbu
intuma	kuntu	qaʕidīn	tiktbu
huma	kānu	qaʕidīn	yiktbu

#### B. Exercises.

Listen to sentences containing past progressives.  
Pick out and translate these verbs.

#### C. Vocabulary

šra	to buy
bāʕ	to sell
bʕaθ	to send
wʕid	to find
lqa	to find
kra	to rent
qbil	to receive
wsul	to arrive

## A. Grammar

The active participle has the meaning "one who is doing".

It is formed by inserting ā after the first radical and ī after the second radical.

E.g.

kātib "a writer"

## B. Exercises.

Listen to active participles. Translate the participles and give the normal verb form.

## C. Vocabulary

<u>Verb</u>	<u>Active Participle</u>
šra	šāri
bāʿ	bāyiʿ
bʿaθ	baʿiθ
wʿid	waʿid
lqa	lāqi
kra	kāri
qbil	qābil
wʿul	wāsil
qdaḥ	qādiḥ
qal	qāyil
nṭaq	nātiq
smaʿ	sāmiʿ
ʿraf	ʿārif
ṭaq	ṭayiq
rḥam	rāhim

## Pre-speech 51. The passive participle.

## A. Grammar.

The passive participle has the meaning "that which is done" in which case it functions as a noun; or it can be used as an adjective with the meaning "done".

It is formed by prefixing ma- and inserting ū after the second radical.

E.g.s

makūb	written
maṣmūl	done
maftuh	open
maḡluq	closed

### B. Exercises.

Listen to sentences containing passive participles.  
Pick out and translate the participles.

### C. Vocabulary

<u>Verb</u>	<u>Passive Participle</u>
šra	mašru
bāṣ	maḡbyu
bāaṠ	maḡbuṠ
wzid	mawzud
lqa	malqu
kra	makru
qbil	maqbul
wsul	mawsul
qdaḡ	maqduḡ
qal	maḡyul
ntaq	mantuq
sma	masmu
ṣraf	maṣraf
ṣaq	maṣyuq
rham	marhum

Pre-speech 52. The verb "to have"

#### A. Grammar.

The verb "to have" ḡand takes the possessive pronoun suffixes (rather than the regular subject prefixes) in its conjugation.

ḡandi	I have
ḡandik	you have
ḡandu	he has
ḡandha	she has
ḡandna	we have
ḡandkum	you have
ḡandhum	they have

53

B. Exercises.

Listen to sentences containing conjugated forms of "to have". Pick out and translate the verbs.

C. Vocabulary

None. Review verbs.

Pre-speech 53. Direct object suffixes.

A. Grammar.

Tunisian expresses direct object pronouns (me, you, him, her, us, you, them) by means of a set of suffixes which follow the verb stem and subject affixes (if present).

These suffixes are nearly identical to the possessive suffixes seen earlier. They are:

-ni	me	as in zūrni
-ik	you	as in nzūrik
-u*	him, it	as in nzūru
-ha	her, it	as in nzūrha
-na	us	as in nzūrna
-kum	you	as in nzūrkum
-hum	them	as in nzūrhum

\* -u has three different forms depending on phonetic context: after a word final vowel, it is -h; after a word final consonant, it is -u; elsewhere it is -hu. For example:

nzūru I visit him  
nibdah I begin it  
nbiḥhulālk I sell it to you

B. Exercises.

Listen to sentences containing verbs with direct object suffixes. Pick out the verb and translate the direct object suffix.

C. Vocabulary

ziḥa ḡudwa šufni

come tomorrow to see me

filaman, nqabilkum filḥsiya

goodbye, I'll meet you in the afternoon

rīthum ʕames filblad

I saw them yesterday in the town

nšufik ǧudwa

I'll see you tomorrow

barra šuf ma yusluḥ bīk

go see what for you is good

rabbi yahdik

god directs you

elli tehsbu musa yiṭlaʕlik farʕum

the one you think him Moses turns out to you Faraoh

Pre-speech 54. Indirect object suffixes.

#### A. Grammar

Indirect object pronouns (to & me, you, him, her, us, you, them) can also be attached directly to the verb by a set of suffixes which follow the direct object suffixes (if there is one).

The suffixes consist of the preposition l(i) "to" plus the possessive or objective pronoun suffixes.

E.g. nbiʕhu	I sell it
nbiʕhuli	I sell it to me
nbiʕhulik	I sell it to you
nbiʕhulu	I sell it to him
nbiʕhulha	I sell it to her
nbiʕhulna	I sell it to us
nbiʕhulkum	I sell it to you
nbiʕhulhum	I sell it to them

#### B. Exercises

Listen to verbs containing indirect object suffixes, give the correct translation of the suffix.

#### C. Vocabulary

škālkum bhalu

he complained to you of his affairs

beni ubenik

between me and you



minni lik  
 from me to you  
 žabli ma qultlu ʔlīh  
 he brought me what I told him to  
 hkālik belli fibalu  
 he told you what was on his mind  
 bʔaʔtlu ma žabithulu ʔummu  
 I sent him what his mother brought him.  
 hsibtilha flusha  
 I counted for her her money  
 qralha ižžwab  
 he read her the letter  
 ktiblha lʔaqd  
 he wrote her the contract  
 rmalu lhbāl  
 he threw him the rope.

Pre-speech 55. Verbs in series. The first person plural imperative.

A. Grammar.

In English if two verbs are strung together, the second one is given the infinitive form, e.g., he wants to go. In Tunisian, however, both verbs are conjugated such that the literal form would be "he wants he goes".

To express the first person plural imperative-- e.g., let's go, the particle haya is placed before the verb.

E.g.s

huwa yhibb yuqʔud	
he he wants he stays	
he wants to stay	
haya nimšī	let's go
haya nuqʔdu	let's stay

## B. Exercises

Listen to sentences containing verbs in series. Pick out and translate the verbs.

## C. Vocabulary

None.. Review previous vocabulary.

## Pre-speech 56. Counting I.

A. For some common nouns the notion "two of something" may be expressed by the dual form of the noun; otherwise the form zuz plus the regular plural of the noun is used.

## B. Exercises.

Listen to sentences containing numbers below with nouns of previous vocabularies. Give correct translation.

## C. Vocabulary

one	wāhid	six	sitta
two	Ṯnīn (zūz)	seven	sabʿa
three	ṮlaṮu	eight	Ṯmānya
four	arbʿa	nine	tiṣʿa
five	xamsa	ten	ʿašra

## Pre-speech 57 Counting II

A. The numerals eleven through nineteen require a prefixed n- on the noun; e.g., ḥdas nmaktab.

From eleven on, nouns following these numerals are in the singular form, e.g. Ṯmuntāṣ namirīki.

Compound numbers (22, 31, 45, etc.) are formed on the pattern "one and thirty"--wahid u ṮlāṮnīn.

## B. Exercises.

Listen to expressions using numbers below with nouns of previous lessons. Give correct translation.

## C. Vocabulary

eleven	ḥdās	sixteen	ṣutāṣ
twelve	ʿaṯnās	seventeen	ṣbaʿtās
thirteen	Ṯlutās	eighteen	Ṯmuntās
fourteen	ʿarbaʿtās	nineteen	ṣuʿtās
fifteen	xmūtās	twenty	ʿiṣrīn

one hundred miyā

Number 30, 40, 50, ....90 are formed by adding -īn to the base 3, 4, 5, ....9.

Pre-speech 58. Telling time.

... Time expressions are given by using the proper number for the hour followed by w plus the number of "steps" (i.e. five minute units) or plus gīr "lacking" plus the number of "steps" to the hour. Special words for "quarter" and "half" are used where appropriate.

For example:

4:00	larbēa
4:05	larbēa udraž
4:10	larbēa udaržīn*
4:15	larbēa wurbu
4:20	larbēa warba adraž
4:25	larbēa uxamsa adraž
4:30	larbēa unusf
4:35	larbēa usəbēa adraž
4:40	larbēa uḡmānya adraž
4:45	lxamsa gīr urbu
4:50	lxamsa gīr daržīn
4:55	lxamsa gīr draž
5:00	lxamsa biḡabt

\* dual form of draž

#### B. Exercises

Listen to time expressions given on tape or by the teacher. Draw a large clock on the board and respond to sentences by pointing out the time given in Tunisian.

#### C. Vocabulary

1. sāḡa, p. sāḡāt hour
2. dqīqa, p. dqāyaq minute
3. waqt, p. awqāt time
4. mungāla, p. mnāgil clock, watch
5. māḡi past
6. lūwil noon
7. tawwa now
8. gīr or illa except, lacking
9. draž, p. adraž step, five minutes
10. šnuwwa lwaqt what time is it?

## Pre-speech 59. Weights and measures.

A. From the vocabulary below, the teacher will construct sentences dealing with prices and shopping.

Students should respond by translating the sentence.

## B. Vocabulary

	kilū	kilo
	grām	gra,
	mitrū	meter
	sint'mitrū	centimeter
	kilumitrū	kilometer
9	sūm	price
	wzin	weith
	qaddaš	how many
	bqaddaš	how much
	xudra(xudar)	vegetable
	ž arbya	carpet

## Pre-speech 60. Directions.

A. From the vocabulary below, the teacher will give instructions as to what to do. Students should respond by following the instructions.

## B. Vocabulary

čala yimīnik	on your right
čala yisārik	on your left
quddāmik	in front of you
wurāk	behind you
ilquddām	straight ahead
wīn žā...	where is found...
bčid	far
muš bčid	not far
buqča	place
trīq	way, road
dūra	corner
qriba	near